



**SECAT**

*Building strong schools,  
Building strong partnerships,  
Building strong communities*

**SOUTHEND EAST COMMUNITY ACADEMY TRUST**

# **EARLY YEARS FOUNDATION STAGE (EYFS) POLICY**

**RAPS Addendum 2022 - 2023**

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## 1. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, some children join us in our nursery class in the term following their 3rd birthday.

All 3 and 4 year old children are entitled to 15 hours of free childcare and some children of working parents are entitled to 30 hours funding. Children can access either part time or full day care provision depending on parents' preference and available funding.

Children become eligible for the funding the term after their third birthday according to the cut off dates below:

Date of birth of child	Term in which child is eligible to be considered for entry to the nursery	Application deadline
1st April and 31st August	1st September (Autumn Term)	Friday prior to May half term break
1st September and 31st December	1st January (Spring Term)	Friday prior to October half term break
1st January and 31st March	1st April (Summer Term)	Friday prior to February half term break

Over each week, Richmond offers the following sessions at the following costs (costs are only applicable if in addition to funded sessions). Lunch sessions can also be booked and paid for any child on role in Nursery.

### Session time details:

	Timings	Length	Details
<b>Morning</b>	8.30 – 11.30	3 hours	Included in funded hours Or, £15 / session (£5/hr equivalent)
<b>Lunch</b>	11.30 – 12.30	1 hour	£4.50 (excluding hot lunch)
<b>Afternoon</b>	12.30 – 3.30	3 hours	Included in funded hours Or, £15 / session (£5/hr equivalent)

In addition to funded hours and paid sessions for those eligible, Richmond also offers 'Rising Threes' placements. This means that parents of children who have turned three, but their funding has not begun yet can register their children with the Nursery and pay for sessions at the above prices.

## 2. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### 2.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas as well as the four specific areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

At Richmond Avenue Primary and Nursery School we recognise that the ways in which the child engages with other people and their environment is through playing and exploring, active learning, and creating and thinking critically. These all underpin learning and development across all areas of the curriculum and support the individual child to remain an effective and motivated learner.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

### 2.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Teaching and planning for EYFS is created using half termly themes and focused, high-quality texts to engage our children in learning opportunities. The key skills of phonics and maths are taught through daily input sessions and then related free-choice activities to further develop child-led learning opportunities.

## 3. Assessment

Within and across all SECAT schools, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

At Richmond, we use the online Tapestry programme to record observations of children linked to the EYFS areas of learning. Parents and carers can access this via secure-logins to view their child's learning and progress as well as add their own photos / information from learning outside of school.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). In addition, within the first month of starting reception, staff will complete the SECAT baseline on all children in the cohort.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools in and beyond the MAT, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## 4. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

EYFS staff engage in pre-start sessions with parents, carers and pre-school settings to establish a picture of the whole child before they join their new setting. A clear transition timetable for the term before children start with us that leads into the first few weeks in our settings ensure a smooth transition for both children and their families. Multiple sessions allow us to develop relationships with parents and carers before their children start school with us to ensure we can personalise support to individual children's needs.

Parents and/or carers are kept up to date with their child's progress and development through Tapestry, where they can keep up to date with evidence of their child's latest achievements.

Each child will be assigned a key member of staff who will liaise regularly as appropriate with parents/carers to keep them informed of their child's progress and to listen to parents.

Parent Consultations are offered in October and February and then in the summer term, drop-in sessions and open afternoons allow parents the opportunity to meet with teachers. In addition in the Autumn Term, parent workshops are held in school for new parents to learn how we teach and deliver learning opportunities in phonics and maths at Richmond to allow parents to further support learning opportunities at home.

An end of year report summarising the progress the child has made and steps to ensure further progress is sent to parents. This will be supported by an Early Years Foundation Stage Profile which is assessed against the seven areas of learning and development. The report will also detail the characteristics of effective learning which identifies the different ways children learn and how the individual child accesses these in the continuous provision. Each child's level of development will be assessed against the early learning goals. Practitioners will indicate whether the child has met the expected levels of development, or if they are exceeding the expected levels, or not yet reaching the expected levels ('emerging').

## 5. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy (this can be found on our school website).

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding Policies
Procedure for responding to illness	See Health and Safety Policy Intimate Care Policy
Administering medicines policy	See Supporting Pupils With Medical Conditions Policy Medications In Schools Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policies
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding Policies
Procedure for dealing with concerns and complaints	See Complaints Policy